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ABSTRACT

Data for studies of vocational education and training systems in Malta and five other countries in the region were gathered through an analysis of existing studies and visits to the main stakeholders in the countries. Some of the main conclusions reached by the study of Malta include the following: (1) since the island has limited natural resources, the focus on human capital should be maximized, with service industries such as tourism at the forefront of the effort; (2) most companies are very small, so it is difficult to assess the job skills required for the future; (3) the entire vocational education and training system is being studied and plans are being made for a new institute, the Malta College of Technology, Applied Art and Science; (4) the need to set up a transparent national system of occupational qualifications and competency standards is one of the key issues for vocational education reform; (5) the role of social partners in vocational education and training in Malta has to be strengthened and developed further; and (6) continuing education should be developed in new economic growth areas, using modern technologies, in order to combat growing unemployment. (KC)

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An overview of vocational education and training in Malta

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This report was produced by European Training Foundation with the involvement of Dr Olaf MacDaniel, expert in the field of vocational education and training, during the second half of 1999 and reflects the situation at that date.

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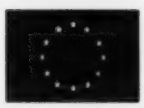

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Introduction

This report is one of a series produced by the European Training Foundation in the second half of 1999 on the state of play of vocational education and training systems in six countries of the South Mediterranean region. The countries covered are Algeria, Jordan, Lebanon, Malta, the Republic of Cyprus and Turkey.

Objectives

These reports were prepared at the request of the European Commission and seek to provide a complete overview of the national vocational education and training systems and indications of the key challenges faced by them in a wider development strategy.

It is important to note that, unlike most other studies on the subject, these reports do not aim principally to contribute to project identification. This factor has enabled a broader set of issues to be tackled and has facilitated the integration of information on specific circumstances and political issues that may hinder the development of responsive vocational education and training systems in the countries concerned and are usually not relevant or covered in project identification cycles.

Methodology

Staff from the European Training Foundation and a number of external experts worked in teams to produce the reports.

Work began with an analysis of existing studies carried out for the European Commission or other international organisations. This form of desk research was used to identify the main issues faced by each country and to select key interlocutors.

The second phase of preparation involved visits to the main stakeholders in the countries themselves.

The initial conclusions drawn from these first two stages were then discussed with the national authorities.

An on-going process

These are the first reports that the Foundation has prepared on these countries and, as with other partner countries, we see this as very much an on-going process, each new edition being used as a measure of the progress achieved.

Furthermore, given the dynamic nature of the economic and social transformation the countries concerned are undergoing and bearing in mind the medium term goals of the Euro-Mediterranean policy, developments in the vocational education and training systems would benefit from regular evaluation through the updating of the information and the conclusions provided in the reports.

Acknowledgements

The work carried out has been possible thanks to the active collaboration of the following people and organisations:

- The European Commission and in particular its local delegations, whose role in facilitating and advising the team has been crucial;
- The many interlocutors met at different levels in the countries themselves, who have helped the team to focus on the key issues at stake;
- The members of the Foundation's Advisory Forum for the role that they played in the country visits and for the liaison function they played with the relevant national authorities.

1. Executive summary

The Republic of Malta is a small country, comprising three inhabited islands; Gozo, Comino and Malta. The latter is the most important. In its unique location 93 km from Sicily and 288 km from Tunis, it enjoys interesting conditions for specific economic activities. The Maltese are proud of their European – Mediterranean strategic position. They have intense relations both with the EU and with other Mediterranean partner countries and are keen to keep that position. ***The island has limited natural resources, so the focus on human capital should be maximal***. The strongest and most important economic areas are tourism (resulting in a ***strong service sector***) and various branches of industry. Tourism is by far the most important sector in terms of its contribution to employment and extensive links to other sectors of the economy.

The working population is around 145,500 (May 1999). The percentage of unemployment is currently around 5% and the economic growth rate has been substantial over the past few years. Over 66% of all men (age 16-61) are gainfully employed. This figure is lower for women of the same age group (27.8%). Government projections on sectoral employment for 2005 show a decline in employment in agriculture and fisheries, quarrying and construction and the public sector. Areas of growth are in private market services such as insurance and real estate, transport services and communications, and hotels and catering.

Although the islands have some large-scale industries, ***the average size of companies is small***. The vast majority have under 10 employees. This of course makes it more difficult to assess required skills for the future and to discuss the intended direction of the economy, other than through regular contacts with social partners and branch organisations.

The Maltese education system is in essence comparable to that in many Western European countries. In a population of 366,000 there are around 90,000 full time students benefiting from free education, who are served by around 6,000 teachers in the various layers of the system. ***The whole vocational training system is currently being discussed and plans are being drawn up for the creation of a new institute (Malta College of Technology, Applied Art and Science)***, which should come into force in the academic year 2000-2001. The creation of College is perceived as the most important step (but not the only one) in the reform process. Other parallel measures would have to be undertaken, however, in order to guarantee the success of the changes.

In 1999 Malta renewed its application for membership of the European Union. The "screening process" of revision of Malta's situation in view of its legislative approximation to the European Union started immediately and led to the revision of the corresponding chapters of the 'acquis communautaire'. As a follow-up to that process the EU decided at the Helsinki Summit of 10 December 1999 to start formal negotiations with Malta on its accession to the EU.

Furthermore, Malta is likely to become an important player in the Euro-Med policy as a Member State during the last years of preparation of the Free trade zone (2005-2010). Its experience and tradition of relationships with its southern neighbours will be crucial there.

In principle ***no major problems are expected for Malta***, a country with a strong Western tradition, to fall into line with current European Union practice in the field of education and training. However, the need for Malta to strengthen its vocational education and training system has already been identified. As mentioned above, the Maltese government has already launched the design of a comprehensive reform of the vocational training system, which is intended to match not only the accession requirements but also the socio-economic demands of the country. In this respect, there is agreement between all the political and social parties and vocational education and training reform has a high priority in the political agenda.

The need to set up a transparent national system of qualifications (and therefore standards of occupational competence and levels of qualifications) ***is one of the key issues*** for vocational training reform plans in Malta, as well as for pre-accession preparations. Traditionally Malta has been linked to the British system of qualifications. However, a new system was drafted in 1997, but has never been implemented. The important task of creating a system to respond to Malta's specific needs will also involve the design of new curricula and the development of an evaluation system, as well as the adaptation of the training and retraining of teachers and trainers to the new situation.

The role of social partners in vocational education and training in Malta, particularly in the reform perspective, has to be strengthened and further developed. Social partner representatives are already involved at different levels in the existing vocational education and training structures. Nevertheless, their formal role and input have to be thought of more carefully particularly in terms of the establishment of the College and the setting up of a new system of qualifications. At the same time, ***the present involvement of employers in the provision of continuing training should be revised and further supported and stimulated***. The lack of statistical information on training provided by the private sector does not allow an evaluation of the investment and efforts already carried out in this field

In the field of continuing training, it will be important to develop training in new economic growth areas (e.g. using modern technologies) in order to combat the growing numbers of registered unemployed. It will be particularly relevant to concentrate efforts on providing retraining for workers from economic sectors presently in decline.

Another area requiring attention, particularly in view of the acquis, ***is the present level of funding for vocational education and training.*** Although Malta has the highest GDP level of expenditure on education in the candidate countries, expenditure on vocational education and training is by far the lowest. It is unlikely that all the ambitions of the new College can be achieved within the present level of funding. It is important to note though that the data available reflect only government expenditure. Investment in vocational education and training from the private sector is unfortunately not recorded in Maltese statistics.

This report points highlights ***the necessity to streamline all these priorities under the common umbrella of the ongoing reforms***, particularly the setting up of the new College. However, the College 2000 project must be understood as an opportunity for a structure comprising a number of specialised agencies working under a unified system, rather than only one organisation dealing with all the issues. The recommendations of this report try to build on a number of existing reform initiatives in order to maximise their impact

With regard to further scope for international co-operation, the basic need in Malta is specific expertise and the sharing of experience. The very small scale of the islands does not allow a reinvention of the wheel, and the number of experts in particular disciplines is limited. Foreign experience is highly appreciated and everything that has been "invented" already abroad could be the starting point for tailor-made application in Malta.

2. The Republic of Malta

2.1. *Introduction*

The Republic of Malta is a small country, comprising three inhabited islands, Gozo, Comino and Malta. The latter is the most important. In its unique location 93 km from Sicily and 288 km from Tunis, it enjoys not only an attractive climate, but also interesting conditions for specific economic activities. The islands are small: only 316 km2 and with a dense population of around 366,000. The islands have been inhabited for 7000 years.

The Republic follows a Western Europe lifestyle due to its rich historical links with Europe and the Mediterranean, particularly in view of the fact that gained independence from Britain as recently as 1964; it became a republic in 1974. The British background is visible in all aspects of life on the islands, particularly in terms of governmental and administrative organisation. Moreover, the vocational education and training system has, in its organisation and practice, many elements of the UK system. Over 75% of the population speak English, 98% speak Maltese, the native language (figures 1995), which is the language of daily life. At the upper secondary level 30.4% of students are learning a foreign (in Maltese terms, a third) language. Unlike other MEDA partner countries, there seem to be no problems of "cultural identity" and linguistic tradition.

The republic has two strong political parties, which have alternated in government over the past years. Nowadays tensions and differences in ideology between the parties are more significant than in the seventies. With regard to accession into the EU, the Maltese Nationalist Party, currently in government favours full membership, whilst the political party in opposition (Maltese Labour Party) opts for close links with the EU, but not full membership. Nevertheless, there seems to be political consensus on the need for reform of the vocational education and training system and its future direction.

2.2. *Some economic parameters*

The Maltese islands have limited natural resources. This is the reason why focus on human capital should be maximal. This is especially relevant in the context of the analysis of the vocational education and training system and its links with employment. It will also be an important parameter in the process of preparation for accession to the EU and in the preparation of Employment plans.

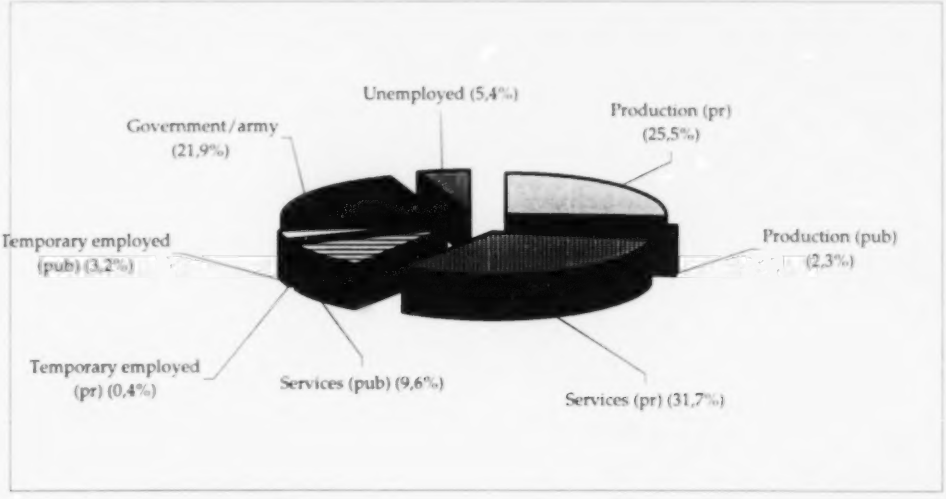
As a matter of fact, the economic growth rate has been substantial over the past years and the present employment rate (around 5%) can be considered relatively low. However, the rising trend over the past years and the social consequences for a small country as Malta have made the employment issue a political priority. ***Training for employment in modern technologies and the retraining of redundant workers from traditional crafts sectors*** currently being restructured are among the main issues to be tackled.

This chapter makes reference to some of the economic parameters relevant for the analysis of the vocational education and training system in Malta.

When looking at the economic growth sectors, tourism appears by far the most relevant, with its fundamental contribution to employment and extensive linkages to other sectors of the economy. More than one million tourists visit Malta every year, 80% come from the European Union and half are tourists from the United Kingdom. Various branches of industry can also be mentioned among the most important economic sectors. The service sector has grown further in importance over the last decade and today accounts for almost 2/3 of GDP.

The working population in the Maltese islands is around 145,500 (figures May 1999) with unemployment at 5% as mentioned above. The detailed statistics produced by the Maltese authorities provide a more precise distribution of the workforce in the certain economic sectors, as shown in Table 1.

Table 1. Workforce distribution in Malta by economic sector

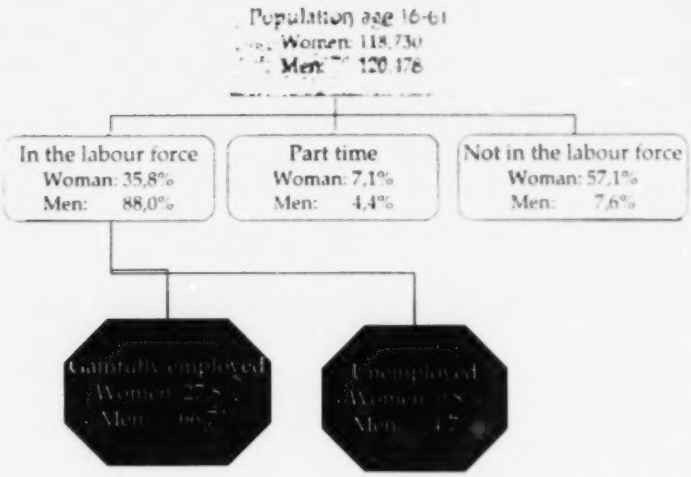


Notes: *pr= private, pub=public*
The figure of "public production" mainly refers to the gas and electricity sectors.
The figures for "temporary employed private" correspond to students undertaking apprenticeship schemes.
The figures for "temporary employed public" refer to students, workers and apprentices.

In terms of the educational population, there are around 90,000 full time students that enjoy free education, who are served by around 6,000 teachers in the various layers of the system.

With regard to the labour force and active population distribution, and as shown in Table 2, over 66% of all men (aged 16-61) are gainfully employed. This figure is clearly lower for women of the same age group (27.8%). Another interesting factor is the high percentage of women outside the labour force, i.e. not employed or actively looking for employment (57.1%), which illustrates a more 'historically traditional' trend in female occupation in comparison to other Western countries. Vocational education and training could play an important role in the incorporation of women to the labour market in Malta.

Table 2. Active population distribution: Gainfully employed, unemployed and outside the labour force



Another relevant factor in the relations between the labour market and the vocational education and training system is illustrated in Table 3, which shows the relation between required skills and manpower versus the number of vacancies offered in some occupations. As a matter of fact, government projections on sectoral employment for 2005 show a further decline in employment in agriculture and fisheries, quarrying and construction and in the public sector. Areas of further growth are identified within the private market services such as: insurance and real estate, transport services and communications, and hotel and catering. Specific training for employment in areas of further growth as well as the retraining of redundant workers from sectors in decline are among the main challenges for bridging the employment gap.

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Table 3. Vacancies and job seekers Jan-April 1999

I.S.C.O. CLASSIFICATION	Job Seekers	Vacancies
Legislators, Senior Officials, Managers	144	23
Professionals	70	54
Technicians and Associate Professionals	330	87
Clerks	973	224
Service workers and shop and market sales workers	1,326	218
Skilled agriculture and fishery workers	216	2
Crafts and related trade workers	1,062	262
Plant and machinery operators and assemblers	1,436	128
Elementary Occupations	2,106	214
TOTAL	**7,663**	**1,212**

(Source: ETC, 1999)

Finally, another parameter worthy of attention is the size of Maltese enterprises. Although the islands have some large-scale industries, ***the average size of companies is predominantly small or very small***. The vast majority have below 10 employees, which is a feature shared between Malta and other countries of the MEDA region. These data are shown in Table 4.

Table 4. Distribution of Employers by size of their employees

	1 – 4	5 - 9	10-49	50-199	200-999	1000+	Total
Wholesale and Retail	6,067	328	201	11	2	0	**6,609**
Banks, Financial inst.	13	3	5	4	1	2	**28**
Insurance	69	14	16	2	0	0	**101**
Real Estate	129	11	10	3	0	0	**153**
Transport	2,109	84	62	15	1	1	**2,272**
Storage and Warehousing	2	0	5	0	0	0	**7**
Communications	28	3	5	2	1	1	**40**
Non-Market Services	10	3	3	0	0	1	**17**
Non-Market Business	2,361	201	168	37	7	2	**2,775**
Recreation Services	121	8	5	1	1	0	**136**
Personal Services	1,453	25	20	3	0	0	**1,501**
Hotels and Catering	1,320	109	96	36	7	0	**1,568**
TOTAL	**21,245**	**1,204**	**1,011**	**203**	**38**	**10**	**23,711**

The micro-size of the enterprises has at least two immediate consequences for the vocational education and training arrangements in the country: on the one hand, ***this atomisation makes it more difficult to assess the skills required for the future and on the other, it makes regular contacts with the social partners and branch organisations more difficult***. This indicates the crucial importance of strengthening the organisation and the role of social partners' representatives, as a way of guaranteeing the necessary input from the SMEs in the vocational education and training system.

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3. The vocational education and training system

3.1. *The structure of vocational education and training*

The diagram of the Maltese education system (see annex 2), is in essence comparable to that in many Western European countries. One strong element is the early start that pupils can make at nurseries and day care centres (under the political supervision of the Ministry of Social Policy) although there is not a universal coverage and the start of Kindergarten at the age of three. Primary education is split into three-year first and second cycles. For those who want to enter the Lyceum stream of secondary education, an 11+ examination is required, for those who go on to "secondary schools" this examination is not required. The number of pupils per teacher across the whole education system is 14.68 (primary and secondary education 15.17; upper secondary education 15.67 and upper secondary vocational 6.54).

It must be mentioned that in addition to the state schools, there is also a private education sector made up of Catholic or privately run schools.

The first element of vocational oriented training is for those who leave the streams of general vocational education at 14/15 and enter the "Trade schools". There are three cycles in "Trade school education":

- a two-year full time course providing general education and basic technology education for students aged 14/16;
- a one year full time broad-banded foundation course in technology education and general education;
- a one to three year apprenticeship in a chosen vocation.

The concept of "Trade schools" is currently under discussion and one of the options being considered is to abolish the first cycle and restructure the second and third cycles.

- vocational training starts at the age of 16, and caters for a number of courses provided by (mainly small-scale) institutions. Four streams can be distinguished: the post-secondary courses "vocational";
- the post-secondary courses "technological";
- the third cycle of the trade schools; and
- two apprenticeship schemes (TAS/ESTS).

As a result of the differences in subjects, traditions and the relatively small-scale of the whole operation, the various streams have limited links.

At present the vocational education and training system includes a number of apprenticeship schemes:

- The *Technician Apprenticeship Scheme* (TAS) for students following technician courses. Over 1,000 students are enrolled in this scheme and are studying at the Fellenberg Training Centre for Electronics; Mikkeleng Saplono Technical Institute Paola, the Technical Institute in Gozo (various technical studies), the College of Agriculture (veterinary assistant and commercial horticulture) and the Emvin Cremona Art and Design Centre (industrial design).
- The *Extended Skills Training Scheme* (ESTS), for students following courses at craft level, catering for close to 700 students. Courses offered through this scheme vary from hairdressing, electrical installation to graphic design, tailoring, printing trades and auto electricians.
- Nautical School Trainees Allowance Scheme, for students following full time courses in Nautical Studies. The course includes one year at sea.
- The Institute of Tourism Studies Allowance Scheme for students in various aspects of tourism studies. The scheme includes work placements in Malta and abroad. Although this training schedule is modelled on the apprenticeship system, these students are not formally recognised as apprentices since this schedule is not formally registered at the Employment Training Corporation (ETC).
- Various schemes organised by the Institute of Health Care and the Health Care Department.

Various actors are responsible for the apprenticeship schemes (see chapter 3.5)

As mentioned above, plans are drawn for a major reorganisation of the vocational education and training system, particularly with the setting up of the Malta College of Technology, Applied Art and Science (also referred to in government plans as "College 2000"). The new College is envisaged by the Maltese authorities as a vocational education and training structure comprising a number of specialised agencies that work within a unified system. This means that the actions of the College should not only cover the vocational education area as one "parent institution", but should also be connected to other operating agencies such as the Employment Training Corporation (ETC), the Institute of Tourism and other existing areas of good practice. During the feasibility study, all partners involved in the discussion referred to this initiative as the most important step for the future, which should solve many of the existing problems. The challenge is not only the creation of a new structure (the College itself) but ***the design of a unified mechanism for all the agencies and partners intervening in vocational education and training***. This is particularly true in the case of the participation of social partner representatives in the College, as a way of tapping into the competencies existing in the private sector.

The highest level of the education system is the University of Malta. It is one of the oldest universities in Western Europe and has reached, in certain disciplines, international recognition. The position of the university is quite prestigious and exercises a strong influence in the Maltese educational landscape. It is certainly a preferred option for pursuing studies after secondary education as opposed to vocational and technical education. The university also has a dominant role in some domains of vocational education and training such as teacher training (including vocational and technical education teachers) and certification.

There is no vocational education at tertiary level other than courses provided by the university. Post secondary schools offer courses up to level 4. Students wishing to proceed with their study normally join a university course where available or proceed to study abroad. A type of "polytechnic" was abolished in the seventies.

3.2. *Legal and conceptual framework*

The legal framework for the education structure is set out in the Education Act (1988). It amplifies the constitutional provisions and is the main legal instrument governing education provision in Malta. The Maltese Constitution devotes much attention to education. The Ministry of Education is primarily responsible for this sector. The Education Act states the compulsory and free of charge character of education from kindergarten to university and it recognises teaching as a profession for the first time in Malta.

The apprenticeship systems have a different legal framework. The Technician Apprenticeship Scheme (1990) is based on the Industrial Training Act and the minister responsible is the Minister for Social Policy. The other scheme, the Extended Skill Training Scheme (1980), was founded by the Employment and Training Services Act, and the minister responsible is the Minister for Social Policy. Both schemes are run in full co-operation with the Department of Further and Adult Education, Education Division.

3.3. *Administrative and institutional framework*

Existing vocational education institutions (post secondary) are presently administered in the same way as state secondary schools in Malta. For most managerial decisions, some form of approval by the Ministry is required, which reflects quite a centralised model.

The majority of these vocational education and training institutions are relatively small and spread all over the island. Their size does not render it feasible for them to have complete facilities, updated technological equipment or a complete body of specialists in support services. This type of structure has also produced certain rigidities in terms of the course offer. Some of these institutions have however succeeded in creating links with employers at local level and in making a name for themselves.

The creation of the College tries to pull resources together as a way to ensure adequate facilities for all courses, flexibility in course structure and maximisation of the use of human and material resources. The College will therefore act as a kind of "parent institution" for the other existing centres. The key issue will be the organisation of the relations within this pyramid. Several models presently under discussion try to combine the necessary economies of scale with labour market needs. Malta's small-scale economy offers limited employment opportunities in specialised areas.

3.4. *Human resources in vocational education and training*

The number of students that continue their studies after secondary education is low if compared to EU standards. Among the proportion that continues after secondary education, a substantial number go on to university. ***This creates a significant imbalance in the number of students and actual economic need for university graduates***. Other types of education, such as vocational education and training, tend to be neglected. This is not an exclusively Maltese problem. The need to improve the attractiveness of vocational education and training is a challenge for many countries, both in the EU and in the Mediterranean context.

The fact remains however that ***the present vocational education and training system in Malta is not an attractive alternative to the university. Its public status is low***, as is the level of funding. This is partially due to the historical background of vocational education and training provision and the client group that it traditionally targeted. Another contributing factor to be considered is the fact that vocational guidance at secondary level is mainly undertaken by teachers (nor directly involved in the business sector), a factor that may bias the students' choice of university. ETC has recently started a formal networking process with the guidance services of the Education Division in order to keep it in line with labour market trends. In any event an alternative to university is necessary for the further development of the country, not only because the influx of university students is slowly but surely leading to academic unemployment, but moreover because there is an increasing shortage of vocational education and training graduates at various levels.

This mismatch is strongly criticised by the social partners and is increasingly recognised by government. Social partners are urging the Government to present its views on the future of the economy of Malta. The Government has announced that this issue will be given a high priority. It could lead to better view of future skill requirements and thus provide an important input into the discussion on the direction of the education system.

An additional problem is created by the fact that links between the two apprenticeship schemes do not exist and the mobility of graduates from these schemes to university is hampered by the lack of recognition of their qualifications. This is a specific problem that should be tackled in the reform process in order to increase the attractiveness of the vocational education and training option.

3.5. *Links with the labour market and enterprises*

Links between the vocational education and training schools and the labour market are not well developed. The most important direct connections are the two apprenticeship schemes.

One of the legal bases for apprenticeship schemes is the *Employment and Training Services Act* (1998). Responsibility for this Act lies with the Minister for Social Policy. In the Act, the basis for the *"Extended Skill Training Scheme"* is set out, including the study and labour conditions for apprentices. The ESTS covers courses in 10 different areas as shown in Table 5:

Table 5

General description	Profession
Mechanical engineering and related trades	Mechanical fitter, plan maintenance fitter, vehicle body repair, motor vehicle mechanic, motor vehicle electrician, welder/burner, sheet metal worker
Woodworking trades	Woodworker
Electrical engineering	Electrical maintenance fitter, electrical installer, electronic servicing fitter, power cable jointer, linesman
Handicraft	Ceramist, jeweller, woodcarver, stone carver, metal craftsman, graphic designer, stained glass manufacturer
Agricultural trades	Horticulturist, stockman
Builder trades	Stone mason, stone dresser, wall builder, tile layer, plasterer
Printing trades	Pre-press printer, offset printer, letterpress printer, print finisher
Personal Services trades	Hairdresser
Hospitality trades	Assistant cook, kitchen porter, assistant waiter, room attendant, house porter, telephone operator, assistant store keeper
Tailoring trade	Tailor

The ESTS can lead to a "Craft Level Journeyman's Certificate"

The other apprenticeship system is based on the Industrial Training Act. The Technical Apprenticeship Scheme caters for the following studies:

Table 6

General description	Profession
Mechanical engineering	Mechanical technician, motor vehicle technician, tool maker and die maker, refrigeration technician.
Electrical engineering	Electrical technician
Electronics	Industrial electronics technician and micro-computer technician
Telecommunications	Telecommunications technician
Draughtsmanship	Electrical draughtsman, mechanical draughtsman, civil engineering draughtsman
Industrial design	Industrial design

The TAS leads to the "Technician Level".

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There are no tax incentives for organisations sponsoring apprentices. However, the Government spends much on the direct cost of apprentices. During the apprenticeship, apprentices receive a wage, which is subsidised by government. The wage level is tied to the wages of tradesmen and technicians in government employment. The wage for the first year of the apprenticeship is fully covered by the Government, given the fact that during the first year apprentices attend full-time for theoretical tuition. It is from the second year onwards that apprentices start rotating theory and practice. The Employment Training Corporation has reported on recent changes in the system with the intention of attracting more young people to initial vocational education and training. In fact, people following vocational education courses (particularly apprentices) will get a higher remuneration than other post-secondary students. The link between the wages paid to apprentices and wage levels in the public sector has been severed. It seems that in the new system the payment of subsidies by the government will be abolished, although the costs for the sponsor will stay the same but be free from bureaucratic procedures.

A critical issue for the apprenticeship schemes is the low participation by companies, as shown in the statistics. Apparently the present schemes do not attract sufficient attention and interest by the majority of the predominantly small sized economy of Malta. ***The Maltese authorities are making efforts to try to increase this number***. Perhaps the momentum for the College 2000 would allow new opportunities for discussing incentives to attract more companies. In other Western European countries, the experience with tax-incentive schemes has been positive.

The responsibility for apprenticeship is divided. Both the ETC as well as the Ministry of Education are responsible. In general terms, it could be said that the ETC is responsible for the organisation and monitoring of training in the work place whilst the Department of Further and Adult Education within the Ministry of Education is responsible for the theoretical tuition and the payment of grants to students and their employers. The ultimate responsibility for practical training lies of course with the sponsors (employers primarily from the private sector). This division of responsibilities is reflected in Table 7:

Table 7. Division of responsibilities for the apprenticeship scheme

Issue	ETC	Min. of Educ.
Find suitable training placements	X	
Prepare apprentice contracts (as well as requests for transfer or resignation)	X	
Maintain a data base of apprentices		
Monitor on the job training	X	
Ensuring sponsor abides by the conditions of apprenticeship	X	
Co-ordinate practice tests	X	
Issue subsidies to sponsors of apprentices		X
Provide practical tuition	X	
Provide theoretical tuition		X
To examine academic progress of students		X
To lead students to sit for exams of local or foreign awarding bodies		X
Payment of grants to students and their employees		X

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Concerning the overall relationship between vocational education and training and enterprises, it is necessary to highlight the fact that social partners' representatives are, as mentioned earlier on, only partially involved in arrangements and/or structural decision making processes on vocational education and training policies. Social partners expressed a clear willingness to take a more active role in the future during the interviews.

The links between initial vocational education and training and continuing training are overall weak, co-operation being more an exception than a rule. Basically, a number of schemes are working in juxtaposition, while more cohesion and a holistic approach between education and training would be a more attractive option.

3.6. *National system for qualifications, assessment and certification*

The national system for qualification, assessment and certification is presently being reviewed as part of the vocational education and training reform process and with a view to adaptation to the acquis communautaire. In fact, all parties involved consider the absence of a national system as one of the flaws of the present system. This is considered to be a major problem for both initial vocational education as well as continuing vocational training, since it means a lack of standards in both occupational competence and levels of qualification. In 1997 the ETC took the initiative to draft the Legal Notice 117 to reflect a proposal for a system of national qualifications. However, due to several internal factors, it has never been implemented. The problem is amplified by the fact that at present:

- a number of "bodies" (and ministries) are responsible for parts of the certification of graduates;
- clearly defined standards do not exist for all courses;
- the names of the certificates are often based on old-fashioned wording and are therefore somewhat confusing (a Journeyman's certificate versus a certificate of achievement etc.).

Many of the problems mentioned above could be solved if Legal Notice 117 (1997) was implemented and at present the different Departments involved are working on the matter. The Legal Notice caters for the establishment of a National Council of Occupational Qualifications (NCOQ) that should take the role of:

- setting a national vocational qualification strategy;
- approving vocational qualifications;
- accrediting the professional bodies that award vocational qualifications;
- setting national targets for the attainment of vocational qualifications;

- acting as an advisory body to government and the ETC on issues concerning vocational qualifications.

The national occupational qualifications proposed by the Legal Notice are very much like qualification structure models applied in other EU countries. In December 1999 the European Training Foundation sponsored a workshop organised jointly with the Maltese authorities on the setting up of a national structure of vocational qualifications. This workshop was designed to contribute to the discussions already on-going in Malta. All relevant partners attended and the event became a key step in the design of the final model.

3.7. *Early school leavers*

There are hardly any early school leavers in Malta. The island has a tradition of maintaining strong social control and illegal absence from school is prosecuted almost immediately. The dropout figures in Malta will be the envy of all European Union countries.

However, the level of continuation of studies after secondary education (towards vocational education and training and/or university) is less than 50% and this figure is one of the great worries of government. The policy question in Malta is therefore not how to keep students in the schools but how to convince a larger proportion of them to continue their education. It has to be borne in mind, however, that statistics of students following post-secondary courses in private institutions or industry are not available. This factor could therefore have a repercussion in the real figure.

Nevertheless, a positive trend of recent times is the growing increase in the number of students who would like to further their education, at least in some fields. In spite of the fact that new courses were introduced, supply is at present outstripping demand for some of them. It is hoped that College 2000 along with the re-organised Trade Schools will eventually satisfy this demand.

The Maltese authorities intend to pursue their efforts to continue to attract students, also targeting those of a lower ability.

3.8. *Quality management, monitoring and assessment mechanisms*

In the present vocational education and training system only "passive" measures for quality assessment are applied. An Inspectorate body supervises the institutions and defines entry qualifications for teachers (in the form of a warrant). The fact that many of the vocational students successfully apply for UK examinations too can be considered as some form of positive benchmark.

It is one of the options in the policy design of the newly proposed College to introduce more active quality assessment methods. However, final decisions in this regard have not yet been taken although discussions are on-going among relevant partners. Ideally the issue of quality assessment should be dealt with in the context of the discussions on the system of national vocational qualifications.

3.9. *Finance*

Financing runs along the lines of the number of students. The present budget allocation mechanism is fully input oriented. There are no plans yet to introduce forms of more performance oriented budget mechanisms. The present spending for vocational education and training is shown in Table 8 (figures 1998, presented by the Ministry of Education).

Table 8. Budget for vocational education and training in Malta (1998)

Budget item	Costs (Maltese Lire)
Staff salaries	1,393,000
Materials and equipment	698,000
Capital	41,000
ETC	1,100,000
Student allowances	715,000
Total	**3,938,000**

Compared to the GDP figures of ten of the other candidate countries, the GDP percentage for spending on education is amongst the highest. However, the specific spending on vocational education and training, calculated as part of GDP, is lower than in the majority of these countries. A comparative picture is shown below in Table 9 and in graph form. The picture is somewhat distorted, however, because the comparison is based on the availability of figures of different years and sources. The figures for Central and Eastern Europe have been taken from a review prepared by the European Training Foundation in 1999 using statistics from previous years, while for Malta the Ministry of Education presented the figures for 1998. However, the picture remains clear: Malta spends the most on education, but proportionally very little on vocational education and training. Nevertheless, private sector investment is not reflected in these statistics.

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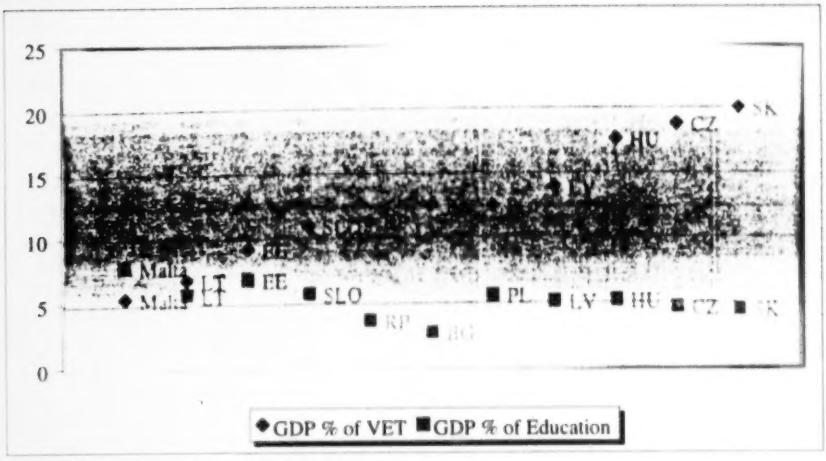
Table 9. Relative percentage of education and vocational training as GDP in 11 candidate countries

	Malta (1998)	BG (1996)	CZ (1997)	EE (1996)	HU (1996)	LV (1977)	LT (1997)	PL (1996)	RP (1997)	SK (1997)	SLO (1996)
Education as% of GDP	7.98	2.8	4.74	6.95	5.22	5.1	5.8	5.6	3.73	4.5	5.84
VET as% of GDP	0.44	0.35	0.89	0.64	0.92	0.71	0.4	0.7	0.42	0.9	0.64
Total%	**5.51**	**12.5**	**18.77**	**9.20**	**17.62**	**13.92**	**6.89**	**12.5**	**11.26**	**20**	**10.95**



LT = Lithuania
EE = Estonia
SLO = Slovenia
RP = Romania
BG = Bulgaria
PL = Poland
LV = Latvia
HU = Hungary
CZ = Czech Republic
SK = Slovak Republic

3.10. Vocational education and training reform in Malta: The College of Technology, Applied Art and Science (College 2000)

In Malta, the main educational debate is now focusing on the innovation of the vocational education and training system. Through the creation of a new college, a substantial number of existing problems should be solved. Although many political decisions regarding the precise organisation of "College 2000" still have to be taken, the outline and additional information presented by the Ministry shows a more modern and more future resistant vocational education and training model than the present set of institutions and schemes. The concept of College 2000 has the potency to solve many of the present problems and challenges. It may very well be the start of an incremental, but fundamental, revision of all the parts of the present vocational education and training system.

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As mentioned above, it is essential that ***the new College does not operate as an isolated innovation, but in connection with all the components of the system***. In this sense it is to be expected that the breadth of reform will cover all the other institutions (private and public) involved in vocational education and training in Malta.

College 2000 can be understood as a structure composed of a number of specialised agencies working under a unified system. This means that the actions of the College should also be linked to other operating agencies such as the Employment Training Corporation (ETC), the Institute of Tourism and other existing areas of good practice.

The setting up of a widely accepted national qualification structure could be the start of a more integrative approach in which all forms of vocational education and training for all groups (secondary school leavers as well as unemployed and employed with specific educational needs) would be tackled as a whole.

As mentioned before, the highest level of the education system is the university, of which Malta is rightly proud. The other side of this issue is however that the university is dominant in the political attention and receives the bulk of funds for education. The Maltese population is very much oriented towards university education. It is generally considered to be **the route to success**. Universities are however, with few exceptions, not training institutions for specific professions. While there is a desperate need for vocationally trained graduates of different skill levels on the island, more and more students are entering the university. This factor will widen the present mismatch between supply and demand of trained workforce. Once again the plans for the new College should play a key role in the reverse of the university's dominance. Especially if, in due time, a fifth level branch could be added to the plans (vocational education at tertiary level). In this way vocational education and training could become a real option for the population as alternative to university.

In conclusion, the creation of the new College should indeed be the occasion for change in the system as a whole, combined with the innovative practice being instigated by other agencies within the vocational education and training system. In a carefully implemented strategy, new wings can be built onto this house of innovation. This strategy should combine renewal of structure and organisation with introduction of new contents, perhaps even a new "educational culture".

4. Continuing vocational training

4.1. *Legal and conceptual framework*

The Employment Training Corporation (ETC) as defined in the Employment and Training Services Act 1990 is the major actor in the field of continuing vocational training. In addition to this Act, the work of ETC is regulated in the Industrial Training Act (1990) and by the Legal notice 117 of 1997 in the establishment of a National Council of Occupational Qualifications.

The ETC thus has a dual position, with tasks both in the initial vocational system (through the apprenticeship system) as well as in continuing vocational training. Earlier on in this report the lack of real connection between the initial vocational education system and continuing vocational training was highlighted. The role of ETC, an institution with competencies in both areas, in bridging this gap could be a crucial one for the future.

Continuing education is also offered by the Department of Further and Adult Education. This Department offers over ninety different subjects ranging from purely vocational and academic courses leading to a certificate, to craft and literacy courses. Around 7,000 students participate in these courses. In addition, the education television channel inaugurated in 1998 started its first distance learning programmes in 1999. Education television is under auspices of the Department of Further and Adult Education.

4.2. *Administrative and institutional framework*

As mentioned above continuing vocational training is predominantly carried out by the Employment and Training Corporation. However, the role of the private sector in continuing training is also noteworthy. It ranges from in-house training provided by employers to training courses provided by private training agencies and institutions. The traditional trend of Maltese enterprises not being very involved in training seems to be reversing. However, it is not possible at present to estimate the quantity and quality of this training provision due to the above-mentioned lack of statistical and documented information on the activities of the private sector. In this respect there is certainly a future role for the ETC supported by other state run agencies in setting up an appropriate framework to monitor the developments in continuing training and in creating the necessary stimulus for employers to become more active in the field.

The Employment and Training Corporation in its present configuration is an independently run body with a complex mixture of tasks ranging from the administration and the schooling of the unemployed, the collection of data and the prediction of future (un)employment developments as well as the operation of parts of the apprenticeship system. The organisation seems to be the centre of a triangle (economy – education – training) and thus plays an important role in human resource management. In fact ETC's good links and permanent contacts with employers constitute an important added value for the vocational education and training system, with possibilities for it to be further developed.

Nevertheless, the strong position that the ETC has in the world of work could also constitute a handicap for the regular vocational education and training system (operated by the Ministry of Education) to limit the gap between theory and practice. In that respect, and as in many European countries with an apprenticeship system, an organisation other than the regular vocational education and training schools is in charge of maintaining the main contacts with social partners and enterprises, partly due to its specific field of competence and partly because schools are not sufficiently equipped to maintain these contacts. Although there are understandable reasons for a certain distribution of competencies, the danger is that if vocational education and training schools are not "experts" themselves in keeping contacts with the business world they will never be able to perform their final mission adequately.

It is important to find a way of breaking this circle, without limiting the scope of work of organisations like ETC but by putting emphasis on finding the appropriate channels for vocational schools to be much more involved than they are now in contacts with enterprises and the business world.

4.3. *Human resources in continuing vocational education and training*

The Employment and Training Corporation has, as part of it many functions, the role of a forecast bureau of labour market trends. In March 1999 the most recent document was published. It is an impressive collection of data, much more complete than existing ones from other EU Member States. It is used for the schooling schemes that are provided by the ETC in addition to the apprenticeship schemes and the recognition of occupational qualifications (see below):

- Training courses (1997-1998, 36 courses offered, 3800 trainees) distinguished in non-trade courses (for instance basic computer skills, literacy, typing) and trade courses (basic electronics, handyman, welding and woodwork);
- Night Institute for Further Technical Education (various modules e.g. electronic engineering principles);
- IDA Training Grants (trainees in various economic sectors).

The use of the (un)employment statistics should be a major inspiration for the vocational education and training sector as a whole in Malta. But despite good co-operation on the ministerial and managerial level, as mentioned before, the worlds of education and training at a basic level are not influenced much by this valuable data. As in so many countries in the EU, closing the gap between these two worlds should be the future direction.

In addition, preparations for accession to the European Union will also increase the need to bridge this gap particularly in the context of specific actions such as the preparation of National Employment Plans or access to the European Social Fund. It will be equally important for Malta as other candidate countries to deal with these issues.

The ETC also arranges the occupational qualifications in Malta for those who have not been through an apprenticeship. They can apply to ETC to be assessed and certified. Their application will be passed to one of the Trade Testing Boards, which will test to determine the competence of the applicant. Those successful will be awarded a Certificate of Achievement, indicating the level of competence. An existing gap in this field is constituted by a lack of standards in occupational competence, linked to the lack of national vocational qualifications. The setting up of the national system will create the appropriate framework for the design of such standards, with all its repercussions for the work of ETC and the further development of continuing training in Malta.

5. Challenges for vocational education and training in Malta in the accession perspective

At the recent Helsinki summit, the EU has approved the Malta's candidature for accession to the European Union. This means that Malta will start its adaptation to the "acquis communautaire" immediately in those sectors where approximation of legislation and policies are needed. This also applies to the field of vocational education and training and it coincides perfectly with the vocational education and training reform processes described above. In the field of vocational education and training, and further to the adaptation to the EU directives regarding transparency and recognition of qualifications, there are a number of common practices and indicators that provide a view on European policies in the field of vocational training.

In this chapter a list of 12 indicators is provided with the aim of providing an estimation of the comparability of the Maltese vocational education and training system with an average EU one. Obviously no 100% positive score in all indicators is to be expected from any country. Table 10 proposes one way of looking at how the Maltese system is able to evolve. In any case, vocational education and training is an issue of permanent innovation. As society and the economy are changing, the vocational education and training system should be changing as well. But radical changes can not be executed overnight, and it often takes a few years before changes are implemented and the first graduates of the new system enter the market.

Given the fact that in Malta the shape of vocational education and training will be changed drastically over the coming 2 to 5 years, the 12 indicators in Table 10 have been analysed taking the future designed changes into consideration.

The conclusion is that the present state of vocational education and training in Malta is –as far as the structure is concerned- ***generally within the line of EU policies and practice, with the exception of a transparent qualification structure and a clear and concretely defined (formal) role of social partners***. Steps should be taken to modify this in the coming years, and this fits in well with the strategies that have already been designed. Furthermore, it should be noted that the level of ***funding in vocational education and training in Malta is very low***. Compared to other applicant countries it is the lowest, and the level of investment in vocational education and training in those countries is generally much lower than in most EU Member States.

The conclusions are divided into two columns, one for the present situation, and one as an expected result of the implementation of the College 2000 plans.

Table 10. Vocational education and training in Malta and the EU

Nr	Indicator	Brief conclusion present situation	Possible situation after implementation of College 2000
1	Adaptability to changing circumstances	Timing is at present too slow	Higher, if a qualification structure is implemented for all VET and training elements
2	Awareness of the importance of VET	Strong and it should lead to concrete steps for the near future. The present investment in VET is low.	Should remain high, VET should grow to a serious and positive alternative to university
3	Political commitment	Strong: important steps are underway and should be executed	Should remain high
4	Move towards life-long learning	In the right direction, but the present system does not give much room for improvement	Favourable grounds for further development if all elements of VET and training of unemployed as well as workers is combined in one future system
5	Structural activities to modernise VET	Many commissions and reports, however implementation is lagging behind	In progress, a much better infra-structure and co-operation than at present will lead to better performance and stature
6	Visible actions in upgrading skills	Limited. The system does not provide much room for manoeuvre	Much more favourable infra-structure
7	Access to VET	Theoretically very strong (no fees!), but far too few people use the opportunities	College 2000 should enhance VET participation considerably. Fees should also be avoided in the future
8	Employment-training-social aspects integrated	Weak	Should in the plans be included in the C2000 scheme
9	Institutional ability to implement changes strengthened	Not strong	Far better development opportunities
10	Transparent educational structure with national qualifications	Absent, but high on the agenda in the plans for College 2000.	Should definitely be an element of C2000
11	Involvement social partners	In the formal sense too limited, but social partners are very anxious	Strong, if the C2000 plans are also used to make substantial progress in that area
12	Level of investment in VET	Very low, the lowest of all candidate countries	Only a substantial increase of investment (various parties could be involved) will allow real success in the new plans

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6. Recommendations for further discussion on the vocational education and training system

6.1. *Area's for possible improvement in connection with on-going innovation*

This chapter should be read in conjunction with the executive summary.

6.1.1 College 2000 as the key to the future

As mentioned before, it may be concluded that one of the main problems of vocational education and training in Malta is that at present state it is not a viable alternative to university. Any newly erected institution should thus aim to be a really interesting option that –in due time- will be able to take much of the place of the university.

Such an institution would need:

- Social recognition. Social partners in particular should be able to put full trust (and thus their investments) in this new institution;
- Social relevance. It should be a main point of reference for all activities related to vocational education and training vis-à-vis citizens' needs;
- A coherent and comprehensive framework of action within a unified system with other institutions and agencies (private and public) which are operating in the field of vocational education and training;
- A vast network of courses funded from various sources and with the intelligent use of modern equipment in enterprises. In this way it can provide a modern and state of the art preparation for the world of work;
- Excellent facilities;
- Well equipped with well trained teachers able to meet both future challenges in new pedagogical skills (for instance information technology) as well as state of the art knowledge in their field of expertise;
- These teachers should lead the way in the world of life-long learning and set an example of permanent re-schooling and remaining in contact with the world of work. They should have an annual updating of their practical knowledge. Only then will they gain the trust of the employers. To achieve these last two objectives it will be necessary to set up a revised system of training and re-training of teachers, since the existing one does not meet the needs arising from the reforms

in an appropriate way. Discussion for the design of a new system should take place with the involvement of all relevant actors; inspiration can be provided by models and examples from best international practice.

College 2000 should have sufficient management leeway to permanently adapt to changing social and economic changes. Present government policy could be replaced by more effective and innovative methods such as:

- interactive methods regarding the relevance of vocational education and training courses (what to teach and who to involve in that decision process);
- active forms of quality assessment;
- public accountability and strong involvement of the world of work introducing shared responsibilities;
- shared ownership of the infrastructure.

The latter could also be the road to other multi-party financial arrangements in which the required additional funding for the new institution should not necessarily only come from one (public) source.

Furthermore vocational education and training institutions should stay within the limits of a qualification structure. This would allow regular check ups of the quality and performance. Professional bodies, distinguished Maltese scholars, international organisations, visiting committees could all contribute to the publicly visible strive for quality.

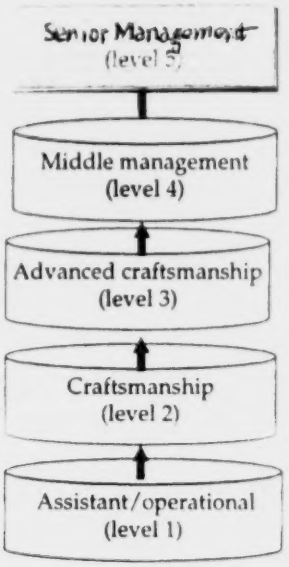
6.1.2 *Apply (incrementally) a holistic qualification structure for the whole of vocational education and training*

To solve the present problems of certification as well as the acquis communautaire gap, the incremental introduction of a national qualification structure for the complete vocational education and training system should be considered. In fact, Legal Notice 117 (1997) included the establishment of a National Council of Occupational Qualifications (NCOQ) which could be used as a platform if applied to the vocational education and training system as a whole. Looking at standard EU practice, such a qualification structure could look like this:

Table 11. Possible design for a qualification structure

Qualification structure for VET education

(see also the employment and training services Act of 1997)



This five level qualification structure could be implemented incrementally over a number of years. Many Western European countries work with forms of qualification structures that will reduce the task of the full construction of such a structure.

Depending on the political choices, the speed of implementation could be reduced or intensified. In view of the aspired changes in the "trade school" system, there is an idea to replace the present trade schools with a new college providing for levels 1 and 2, while levels 3 and 4 are the first focus of College 2000. Whatever the construction it is of vital importance that the various levels are transparently connected, and students are able to move from one level to another (upwards and downwards) without many problems.

In the design of the qualification structure, the role of social partners could be taken on board.

6.1.3 Elements of the new educational diagram

The success of College 2000 is partly dependent on the elements mentioned above. However, more is needed for it to be a successful alternative to university. The introduction of the qualification structure should lead to a qualitative enhancement of the third and fourth levels. In effect, benchmarked to the university, levels three and four should give access to the university. The graduates of level four should be able to benefit from considerable exemptions for modules and courses within the university.

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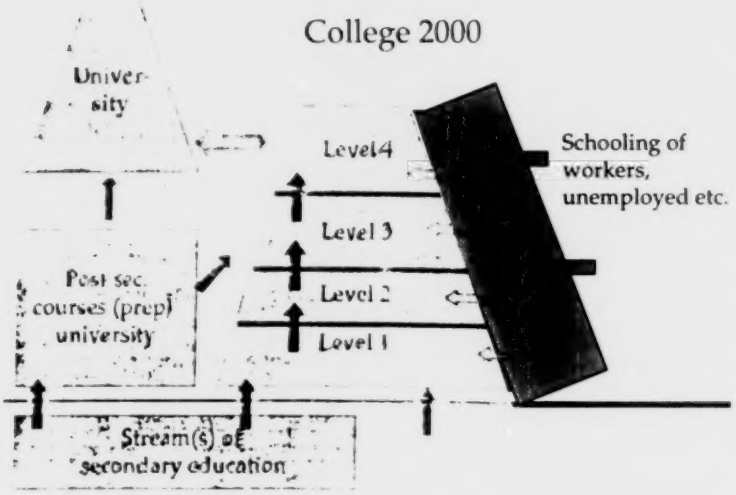
The success of College 2000 could be enhanced even more, if present facilities for schooling of workers and unemployed are integrated in the system. In the following picture a potential design for such a model is presented. Obviously in terms of process development and implementation, such a model could be implemented gradually.

Table 10 Possible design for a new position of College 2000



6.2. *Key priorities for further assistance*

The Maltese government is looking forward to a more intense co-operation with expert bodies on education and training that can help in the design of the future education and training system. Important steps are being taken and plans developed and discussed; the challenge now is to implement them. Further co-operation with the European Union and in particular with the European Training Foundation is considered as one of the important tools to support the changes found necessary.

The basic need in Malta is specific expertise and the sharing of experiences. The very small scale of the islands does not allow a re-invention of the wheel, and the number of experts in disciplines is limited. Foreign experience is highly appreciated and everything that has been "invented" already abroad could be the starting point for a tailor made application in Malta.

The main priorities identified in this report are as well key areas where further assistance from the EU side would make an impact in Malta's future vocational education and training system. Issues such as support to the design of a new national qualification structure, to the finalisation of the design and implementation of College

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2000, curriculum design and evaluation systems and ***support in the design of a new system for teachers and trainers' training and retraining*** are among the main priorities. The European Training Foundation has already given a contribution to the design of the new system of qualifications by means of the workshop organised in Malta in December 99. Furthermore, in the Government's view international exchange of expertise and experiences on specific issues that will be subject of further discussion in Malta could be helpful:

- At what stage should vocational education come into play in the education system?
- How can teachers with limited experience and knowledge of the labour market be assisted and supported and how can they learn to interact with social partners?
- How can the interest of trade and industry be stimulated so that they take a more active role in vocational education in the future?

In addition to this it would be of great importance for Malta in its pre-accession stage to participate with other candidate countries in certain specific actions like preparation for participation in the European Social Fund (ESF) and specific support for the preparation of the National Employment Plans. Participation in other EU programmes like Leonardo II is envisaged for the short term and it will undoubtedly contribute to strengthen the links between Malta and the EU member states in the field of vocational education and training.

Annexes

Annex 1.
List of persons interviewed for the study

- Ms Marguerite Chetcuti, European Delegation of the European Commission to Malta
- Mr Daniel Bonnello, EU Directorate, Ministry of Foreign Affairs

Unions:

- Mr Joseph Fenech, Maltese Union of Teachers
- Mr Joseph DeGiovanni, Secretary of the Maltese Union of Teachers
- Mr James Pearsall, President of the General Workers Union
- Mr Gejtu Vella, Secretary General, Union Haddiema Maghqudin (Union of Workers)
- Mr. John Bennici, President of Malta Union of Teachers

Employers:

- Mrs Marie Xerri, Malta Federation of Industries
- Mr Steven DeBono, Director of Mediterranean Technical Services Limited, representing Malta Federation of Industry
- Mr John Scicluna, Malta Federation of Industries
- Mr. Victor Pisani, Malta Employers'Association
- Mr Jonathan de Maria, Senior Executive of the Malta Employers' Association
- Mrs Jacqueline Fenech, Chief Executive Officer of the Foundation for Human Resources Development
- Mr Ray M. Cassar, Training and Management Consultant (HRD Foundation)
- Mrs Antoinette Caruana, General HRM Manager Playmobil Malta

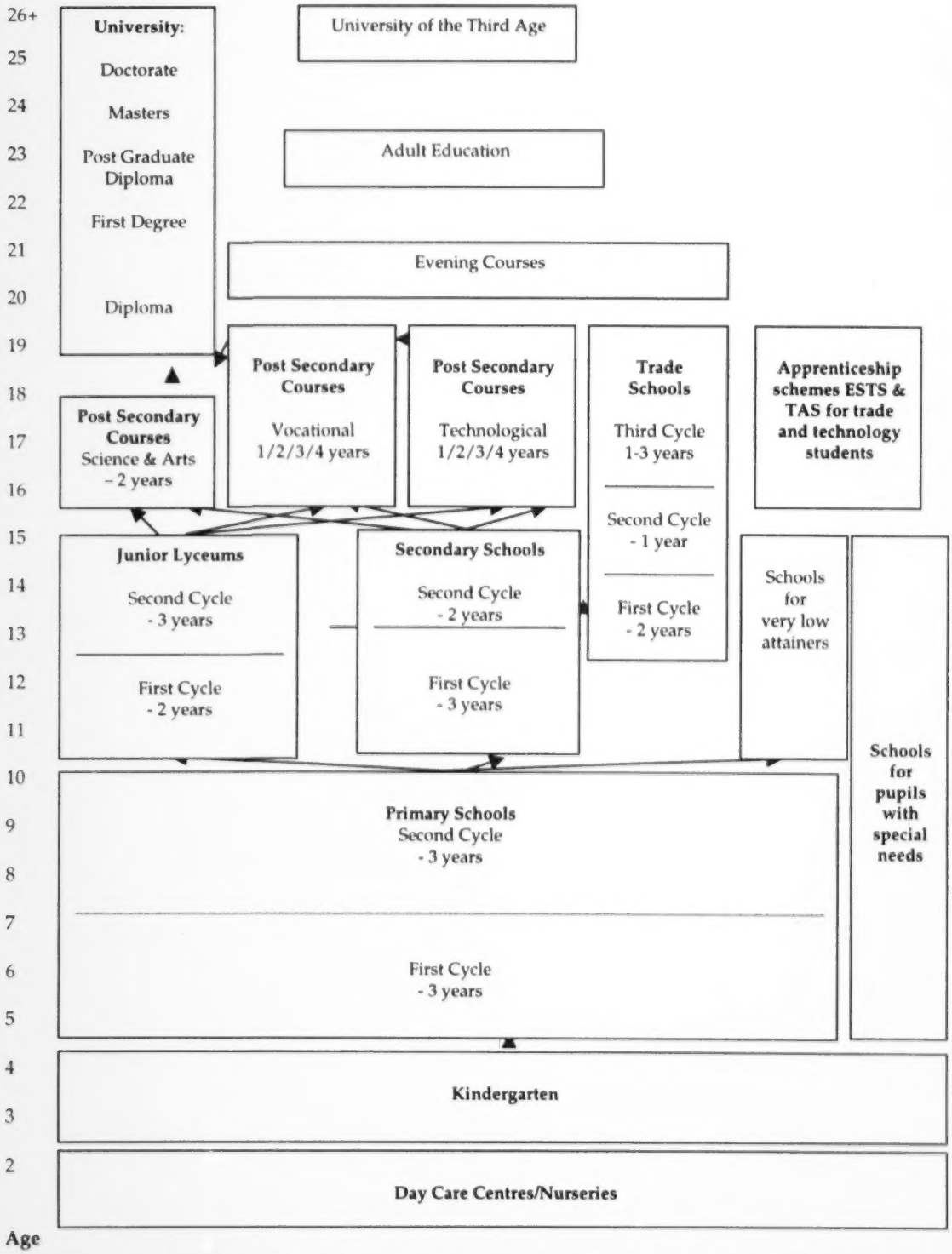
Ministry of Education

- Mrs Josephine Cilia, Education Division (ex-Assistant Director)
- Mr Carmel Galea Scannura, Assistant Director of Education for Adult Education, Broadcasting and Media Education
- Mr Joseph Bonnici, Assistant Director Operations Department of Further and Adult Education of the Ministry of Education
- Mrs Joyce Pullicino, Director of Further Studies and Adult Education, Education Division

ETC

- Mr. Robert Laurenti, Chief Executive of the Employment & Training Corporation
- Mr. Felix Borg, Senior Manager of the Employment & Training Corporation
- Mr. Edwin Camilleri, Senior Executive of the Employment & Training Corporation

Annex 2.
Diagram of the education system in Malta



Note: ***The size of the boxes does not represent the number of students in the sector/at the level***

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Annex 3.
Statistics

1. Main economic indicators

1.1. - Distribution of the employed population by sectors and by regions

The Employment and Training Corporation divided the Republic of Malta into six regions with the following statistics (ETC 1999):

	Working population	Labour supply	Gainfully occupied	Registering unemployed
Gozo and Comino	17,180	58.7	55.3	3.4
Outer Harbour Region	73,681	60	57	3
Inner Harbour Region	53,728	69	64.7	4.3
South-Eastern Region	32,710	56.2	52.8	3.4
Western Region	33,077	62.2	59.8	2.4
Northern Region	28,832	61.8	59.6	2.2

1.2. - Educational level of the population (25-59 age group)

Education levels of the population (age group 25-59) come from the National Census. Total Response in national census: 97.2% (material provided by the Ministry of Education)

Age	Number	Completed level 2	Started level 3 (incompleted)	Completed level 3	Completed level 3, started level 5	Completed level 5-7
25-29	23,195	14,721	760	3,175	967	3,142
30-34	29,876	18,595	890	3,216	711	2,851
35-39	29,925	23,073	871	2,230	849	2,301
40-44	28,311	23,407	393	1,266	551	1,954
45-49	30,729	26,014	326	1,126	387	1,981
50-54	21,724	18,344	193	848	221	1,319
55-59	18,624	15,615	148	654	195	972
Total	**179,384**	**139,769**	**3581**	**12,515**	**3,881**	**14,520**
%		**77.9%**	**2%**	**7%**	**2.2%**	**8.1%**

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2. *Indicators on participation in education and training*

2.1. - Rates of school attendance age 25-60

Age	No schooling	Percentage for group
25-29	165	0.7%
30-34	276	1%
35-39	317	1.1%
40-44	449	1.6%
45-49	583	1.9%
50-54	588	2.7%
55-59	879	4.7%
Total	**3,257**	**1.8%**

2.2. - Participation rates in education for 14-19 year olds and over 19's in total and vocational education and training

Age	Total	VET
14	5,525	575
15	5,336	968
16	4,000	939
17	2,673	874
18	1,045	633
19	1,336	393
19+	6,727	367

Total age groups include university students (ISCED 5,6). Source: Ministry of Education

2.3. - Drop out rates from vocational training/general education programme

The drop out rates before the age of 16 are negligible due to the enforcement of school attendance (source: Ministry of Education)

2.4. - Language abilities of the Maltese population

Language	%
Maltese	98
English	76
Italian	36
French	9
German	2
Spanish	0,5
Arabic	2
Other	0,5

(Source: Ministry of Education figures 1995)

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3. *Expenditure on education*

3.1. - Public expenditure on education in % of GDP

Public expenditure in 1998 on education was 7.98% of GDP.
(GDP: Malt. Pound 896,400,000)

3.2. - Public expenditure on vocational training in % of GDP

Public expenditure in 1998 on vocational education and training was 0.44% of GDP.

3.3. - Public expenditure on education in 1998

Budget item	Costs (Malt. Pound)
Ministry of Education	22,299,000
Education Division	38,064,000
Ministry of Tourism	880,000
Ministry of Social Policy ETC	1,100,000
Parl. Secretary for Gozo	90,000
Capital expenditure	9,089,000
Total	**71,522,000**

3.4. - Public expenditure on vocational education and training in 1998

Budget item	Costs (Malt. Pound)
Staff salaries	1,393,000
Materials and equipment	698,000
Capital	41,000
ETC	1,100,000
Student allowances	715,000
Total	**3,938,000**

4. *Unemployment rates in the population*

4.1. - Table: educational level of job seekers by gender

Educational level	Males	Females	Total
Working knowledge / operator	3,996	571	4,567
Good Knowledge / skilled operator	1,838	173	2,011
O'level / City of Guilds	563	257	820
A'level / Engineer by experience	108	75	183
Intermediate	8	11	19
Diploma	24	4	28
Graduate / Graduate engineer	23	12	35
Total	**6,560**	**1,103**	**7,663**

(source: ETC, March 1999)

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4.2. - Table: ISCO 88 Classification of job seekers occupation preferences

ISCO 88	16-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-61	Tot
Legislators, senior officials & managers	0	5	11	12	18	26	30	29	12	1	**144**
Professionals	9	11	7	10	10	10	5	6	2	0	**70**
Technicians & associate professionals	28	75	36	30	53	42	28	23	14	1	**330**
Clerks	330	143	90	73	86	90	68	54	37	2	**973**
Services workers shop and market sale workers	164	195	150	120	208	198	137	111	39	4	**1,326**
Skilled agriculture & fishery workers	27	46	18	21	27	29	28	16	4	0	**216**
Craft related trades	130	218	116	104	142	139	116	67	26	4	**1,062**
Plant and Machinery operators	205	209	182	139	197	198	162	105	34	5	**1,436**
Elementary occupations	206	233	220	213	284	281	263	274	109	23	**2,106**
Total	**1,099**	**1,125**	**830**	**722**	**1,025**	**1,013**	**837**	**658**	**277**	**40**	**7,663**

(source: ETC, March 1999)

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